

America: Then and Now

Project-Based Learning Unit



***Written By:
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***Davis-Townsend Elementary School
Grade Level: 3***

Essential Question:

How does colonial/pioneer life compare with the lives we lead today?

Subquestions:

1. What was colonial/pioneer school life like?
2. What was a typical colonial home like?
3. What were some of the basic jobs? What types of tools were used?
4. How was transportation different in colonial/pioneer times?
5. Why was clothing so different in colonial times?
6. What types of toys did they play with? What types of games did children play?
7. What would you like to communicate to children in the future about your life?



Objectives:

Social Studies Objectives/Goals

1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.

Goal 3: The learner will examine how individuals can initiate change in families, neighborhoods, and communities.

3.01 Analyze changes, which have occurred in communities past and present.

3.02 describe how individuals, events, and ideas change over time.

3.03 compare and contrast the family structure and the roles of its members over time.

Technology Objectives/Goals

1.09 Identify and use formatting terms/concepts (eg font size/style/line spacing, margins, italic)

2.02 Discuss and select appropriate technology tools to collect, analyze, and display data.

Language Arts Objectives/Goals

2.02 Interact with the text before, during, and after reading, listening, or viewing by:

- setting a purpose.
- previewing the text.
- making predictions.
- asking questions.
- locating information for specific purposes.
- making connections.
- using story structure and text organization to comprehend.

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- author's purpose.
- plot.
- conflict.
- sequence.
- resolution.
- lesson and/or message.
- main idea and supporting details.
- cause and effect.
- fact and opinion.
- point of view (author and character).
- author's use of figurative language (e.g., simile, metaphor, imagery).

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

2.08 Listen actively by:

- facing the speaker.
- making eye contact.
- asking questions to clarify the message.
- asking questions to gain additional information and ideas.

Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01 Use correct capitalization and punctuation.

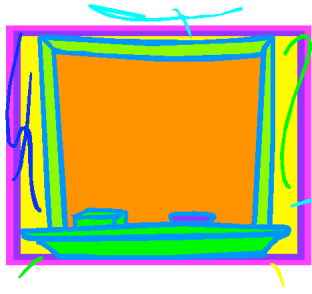
5.02 Use correct subject/verb agreement.

5.03 Demonstrate understanding by using a variety of complete sentences in writing and speaking.

5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources.

5.07 Edit to use conventions of written language and format.

5.08 Create readable documents with legible handwriting.



Introduction:

Introduce unit with fun trivia from early days in American living.
Web site reference: <http://library.thinkquest.org/J002611F/funfacts.htm>

Did you know that children who misbehave in school have to put a split end of a branch on their nose? Ouch!

Did you know that six or more children in one family isn't at all unusual? Wow!

Did you know that one family that we know has 30 children?

Did you know that young boys wear loose fitting dresses until they were the age of five or six?

Did you know that Pilgrims make fences like we make baskets?

Did you know that Pilgrims use wild daisies mixed with animal fur to heel a cut?

Did you know that some colonists don't eat on plates? The whole family eats right out of the cooking pot!

Did you know that the children of *wealthy* families have imported toys?

****Explain differences between pioneer & colonial times.****

****Introduce literature focus:
"Little House in the Big Woods."**





Activities:

1. Discuss colonial schools. Make a hornbook.
2. Discuss the typical layout of a true pioneer home. Discuss how family meals were shared. Design an IDEAL pioneer kitchen.
3. Choose a colonial job and write a diary entry explaining a typical day's work.
4. Build a small model of a covered wagon to show how pioneers traveled.
5. Discuss the importance of dress in colonial times. Use <http://library.thinkquest.org/J002611F/video/clothing.mpg> to see a video with kids describing their traditional dress.
6. Make a colonial toy.
7. Pass on information about your life to children of the future just as Laura Ingalls did in "Laura's Letter."



Activity Descriptions

Activity #1 Title: ALPHABET HORNBOOK

Discuss colonial schools. A hornbook was used to practice the alphabet. There were not many schoolhouses. Make a hornbook. You could also alter your hornbook to go along with your reading, math unit, etc. For example, you could put multiplication facts on your hornbook.

Web site Reference:

<http://libaryar.thinkquest.org/J002611F/craft3.htm>

Materials Needed:

cardboard, poster board, copy/printed alphabet, plastic wrap

Approximate Time Needed:

30 minutes

Activity Description:

A play hornbook is easy to make.

Step 1: On a piece of cardboard/poster board, draw a paddle shape. Then cut it out. Cut a piece of paper the width of the long part of the paddle.

Step 2: Write the alphabet on a piece of paper in capital letters. Then, write the lower case letters. Paste this onto the paddle.

Step 3: Tear a piece of plastic wrap that will be used to cover the hornbook. Put the plastic over the hornbook, and fold the corners. Tape each corner down.

Activity #2 Title: LET'S EAT!

Discuss the typical layout of a true pioneer home. Discuss how family meals were shared. Design an IDEAL pioneer kitchen.

Web site Resources:

www.mala.bc.ca/www/discover/educate/temp/tc2g23n7.htm

Materials Needed:

white paper, construction paper, crayons, scissors, glue, various art materials students need to make a "kitchen"

Approximate Time Needed:

2 hours

Activity Description:

Using a bubble map, display characteristics of pioneer kitchen, meals, etc. Discuss the home life of pioneer families and what function the kitchen played within the family.

Discuss types of foods that may have been used in meals (grains & vegetables grown on the family farm, fresh meat from hunting, salted meats, etc.)

Discuss how food was cooked over an open fire, many families shared the meal from one pot.

Working in cooperative groups, students will design a mini pioneer kitchen as a triarama. It must be functional for a pioneer family.

Directions to make a tri/quadrarama: *You fold a square sheet of paper diagonally both ways, then cut on one of the folds up to the center line. Cross the two small triangles over one another and you've formed a 3-D (triangular prism shaped object). You can staple four triaramas together to form a "quadrarama" and the instructions suggest creating a different "scene" for each event.*

Activity #3 Title: ALL IN A DAY'S WORK

Choose a colonial job and write a diary entry explaining a typical day's work. Create a sign for your trade so you will draw in passing customers.

Website Resource:

<http://www.history.org/Almanack/life/trades/tradehdr.cfm>

Materials Needed:

Resources/descriptions about popular colonial jobs (*baker, silversmith, basketmaker, blacksmith, apothecary, brickmaker, carpenter, cabinmaker, shoemaker, saddler, tailor, weaver, gunsmith, wig maker, foodways, wheelwright, cooper, etc.*)

Lined paper, pencil, white poster board, markers

Approximate Time Needed:

1 hour

Activity Description:

Discuss the importance of all these jobs within a community. Children need to understand that all of these occupations must be maintained or the resources of people would be limited in such a small community.

Students will write a "diary entry" telling about their days work as a _____ (they must choose a profession for the day). They must discuss the tools of their trade, dangers, etc.

Secondly, students will create a "trade sign" advertising their services to attract passing customers.

Activity #4 Title: PRAIRIE SCHOONERS

In this activity, students will learn how to build a model of a Prairie Schooner or covered wagon. These wagons were small, cramped, and very uncomfortable to live in while traveling, but models are lots of fun for students to make!!

Web site Resource:

<http://www.nps.gov/whmi/educate/ortrtg/12or4.htm>

Materials Needed:

1 milk container
4 one-foot lengths of florist wire
stapler
scissors
one 1 x 1.5 foot piece of white muslin
corrugated cardboard
masking tape
4 quarter-inch dowel sticks (2 five-inches long and 2 six-inches long)
needle and white thread

Approximate Time Needed:
2 hours

Activity Description:

To make the WAGON BOX:

1. Cut off pouring end and one side of milk container, and lay box on its side, open side up.
2. Bend four pieces of wire into "U" shapes and staple to open sides as shown.
3. Place the two 6" dowels so that they are 2" apart and protrude 5" beyond the open end of the container. Tape them in place.

To make the COVER:

1. Lay the cloth over the wires. Sew around the wires and through the cloth so that the wires are held in place by the stitches (small stitches work best). As you go from one wire to the next, leave a bit of slack in the cloth so that it droops slightly between the wires. (Cloth can also be glued to wires.) Let ends of pieces hang as curtains in front and rear.

To make the WHEELS and AXLES:

1. Cut four wheels measuring 4" in diameter from the piece of corrugated cardboard.
2. Punch a hole 1/4" in diameter through the center of each wheel.
3. Paint or crayon the spokes and rim for each wheel.
4. Push dowels through 1/4" holes to make two sets of wheels. Tape the center of the dowels to the bottom of the wagon. Place one set of wheels 1 1/2" from the front and the other 1 1/2" from the rear.

5. Tape a piece of cardboard on front of the carton to close up part of front. Add a strip of cardboard for the seat.
6. Cover wagon box with brown construction paper or woodgrain, adhesive-backed vinyl.

Activity #5 Title: DRESS UP!

Discuss the importance of dress in colonial times. Use webiste below to see a video with kids describing their traditional dress.

Materials Needed:

Internet, Thinking Maps software, Double Bubble Template comparing colonial dress with children of today.

Web site Resource:

<http://library.thinkquest.org/J002611F/video/clothing.mpg>

Approximate Time Needed:

45 minutes-1 hour (variation in time considering typing skills)

Activity Description:

Complete a double bubble map template comparing and contrasting colonial dress with the dress of children of today.

Activity #6 Title: PLAY TIME!

Learn what children did in their playtime in colonial/pioneer times. Make a ragdoll and play some popular games.

Materials Needed:

newspaper, cloth, pencil, scissors, needle, thread, stuffing (or newspaper) glue, cotton balls, paint (for face/skin), buttons

Approximate Time Needed:

approximately 1 hour (for doll)

Activity Description:

The dolls that my friends and I play with are not like the dolls you play with today. We make our own dolls. They are not made of plastic; we usually make our dolls out of corncobs or rags. Here's how you can make a doll like mine!

Step 1: First start off by making the pattern for the doll, you will have to draw your pattern on one piece of news paper, of the size you want for your doll, then you fold it.

Step 2: Cut along the line that you; don't forget to get to cut both layers. Then unfold your paper and you should have your pattern.

Step 3: Get a piece of cloth; fold in so it is in half. Lay the doll pattern on your cloth. Trace your pattern on the cloth, leave enough space for seams, then remove your pattern and cut it out.

Step 4: Sew the piece together. Leave 2 inches between the legs for stuffing and turning. Turn the doll inside out, then put cotton, squares of rag, or bits of newspaper to stuff it. Sew the opens.

Step 5: Glue cotton where hair should be. Let it dry. Then paint the hair, eyes, nose, mouth. Then glue 2 buttons for eyes.

Step 6: Name your doll.

Games:

Hopscotch

Tag

Rounders (see instructions)

Web site: <http://library.thinkquest.org/J002611F/sport3.htm>

Checkers

Marbles (see instructions)

Web site: <http://library.thinkquest.org/J002611F/sport41.htm>

Activity #7 Title: Laura's Letter

Pass on information about your life to children of the future just as Laura Ingalls did in "Laura's Letter."

Materials Needed:

Lined writing paper with no holes, pencils, example of friendly letter format, matches (for teacher use only)

Approximate Time Needed:

45 minutes

Activity Description:

Students will write a friendly letter to a child that could read it in the future. Include information about their school day, what they are currently learning, toys they play with, their home life, etc. It must be in correct friendly letter format including date, salutation, body, closing. They must check spelling/grammar.

Make small tears around the edges to make it look old. When everyone is finished, teacher can burn the edges of the paper to give it an authentic look.



Real World Connections:

Students will participate in “Camp Flintlock” interactive (on-site) field trip. They will experience candle making and dressing in colonial clothing. They will also witness other aspects of colonial living such as trades play colonial games, write with a quill and ink see an 18th century tent, etc.

Final Product/Presentation Description:

With teacher using iMovie, students will work in three cooperative groups to develop a video clip/presentation of each aspect of colonial life. Students will demonstrate their knowledge by providing important information and showing various work samples. Students will also compare and contrast the lives of colonial/pioneer families with families of today.

Evaluation of Product (Rubric):

See attached rubric



Resources:

Pioneer Lesson Plan Ideas

<http://www.eagle.ca/~matink/themes/Pioneers/lessons.html>

Colonial House (PBS)

<http://www.pbs.org/wnet/colonialhouse/>

View a typical rural colonial community

http://www.pbs.org/ktca/liberty/perspectives_daily.html#

Colonial Kids

<http://library.thinkquest.org/J002611F/?tqskip=1>

Colonial Thinkquests

<http://www.kathimitchell.com/colonial.htm>

Creating a Colony in the New Land

<http://www.coollessons.org/colony.htm>

Introduction to 18th Century Clothing

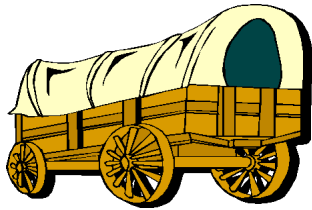
<http://www.history.org/history/clothing/intro/index.cfm>

A Colonial Family and Community - Be A Detective

<http://www.hfmgv.org/education/smartfun/colonial/intro/index.html>

DPI Website for NCSCOS

<http://www.dpi.state.nc.us/curriculum/ncscos>



Student Name: _____

Date: _____

America: Then and Now

Project-Based Learning Unit Grading Rubric

Cooperative Planning/Group Work _____/10

Participation/Followed Directions in each of 7 activities:

1-Hornbook _____/10

2-Pioneer Kitchen Design _____/10

3-Diary Entry/Trade Sign _____/10

4-Covered Wagon Model _____/10

5-Clothing: Double Bubble Map _____/10

6-Ragdoll/Game Participation _____/10

7-Letter to children in the future _____/10

Express knowledge/understanding of differences between life in America today, compared with the lives of pioneer/colonial children. _____/10

Presentation during movie:

*clear, loud voice

*eye contact with audience _____/10

TOTAL SCORE _____

Out of 100 Points